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ABSTRACT

This manual was written to help program self-study committees finish their job of evaluation. There is one fact which describes how the manual is to be used, which is that committee members will make judgments about how well the program works; those judgments will be based upon the evidence collected during the earlier phases of the project. A key feature of the manual is that each group of questions is referenced to the evidence which will help committees arrive at justifiable answers. The manual may be used in its entirety, or by limiting the focus to specific components. The major components are program intent, program delivery, and program outcomes. At the end of each major section there is a place for summarization of the findings about those large topics. The last section of the manual, evaluation findings, is where the best and worst things about the instructional program are identified. (Author/GK)

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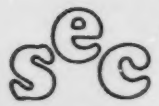

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PROGRAM EVALUATION HANDBOOK

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P R O G R A M

E V A L U A T I O N

H A N D B O O K

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USER'S GUIDE

This manual was written to help program self-study committees finish their job of evaluation. The work that has been completed to date sets the stage for this phase of the evaluation process. No matter how this manual is used and no matter what curriculum work or evidence collection has already been done, there is one fact which describes how the PROGRAM EVALUATION MANUAL is to be used:

> COMMITTEE MEMBERS WILL MAKE JUDGEMENTS ABOUT HOW WELL THE PROGRAM WORKS. THOSE JUDGEMENTS WILL BE BASED UPON THE EVIDENCE COLLECTED DURING THE EARLIER PHASES OF THE PROJECT.

We ve tried to structure the PROGRAM EVALUATION MANUAL so that it saves you time. All the evidence has already been collected; all of the program intent documents have been completed and ratified. A key feature of the manual is that each group of questions is referenced to the evidence which will help your committee arrive at justifiable answers. More about that in a minute.

DIFFERENT WAYS TO USE THIS MANUAL

The Total Manual

In many districts, the entire manual will be used. That process produces a comprehensive evaluation, with judgements reached about program intent, program delivery, and program outcomes—the three major sections the PROGRAM EVALUATION MANUAL contains.

Using Sections

In some districts, the focus of the evaluation has been limited to one or two of the major components. If, for instance, your district is only reviewing the adequacy of the written curriculum, your committee would only answer the questions included in the Program Intent section.

HOW TO USE THIS MANUAL

Getting Ready

You need to look at the evidence that has been gathered and the K-12 learner expectations. If you used SEC evidence gathering materials, that means you should have a completed DISTRICT DATA BASE and PROGRAM PROFILE. Look over the appendix at the end of this book. It contains an outline which shows you which specific pieces of evidence to examine for each section of questions.

Reviewing the Questions

The PROGRAM EVALUATION MANUAL contains questions about things which seem to make a difference in the effectiveness of an instructional program. We recommend that you try to answer some questions in all the sections (identified by capital letters in the text) the manual contains. Despite that recommendation, however, you and the steering committee have the final say on which questions you'll actually answer. You should feel free to modify the wording in questions, to eliminate

some of them, or to add better questions as you think of them. If you are going to make major changes, be sure to get the permission of the steering committee before you do so.

Answering the Questions and Citing Evidence

Most of the questions in the manual are answered either yes or no. You have the option of answering with different degrees of yes or no. Before you mark an answer, you should review the pertinent evidence and discuss the question and its answer. You should then mark your answer on the scale provided and write down a few of the key reasons your committee had for arriving at the answer it did. Remember, the point of the evaluation is to come to conclusions which can be justified by evidence.

Using the Manual's Evidence Reference Feature

Each set of questions has a label (e.g., COGNITIVE AND AFFECTIVE ENTRY, LEARNING PRIORITIES, and so on). Immediately following each label is a list of the evidence sources from the DISTRICT DATA BASE and the PROGRAM PROFILE which will help you answer the questions contained in the section. For example, the list of evidence listed after the section about LEARNING PRIORITIES is:

> From the DISTRICT DATA BASE (abbreviated as DD in the text): The School Report Card: Adult Survey; Graduate Survey; Master Time Schedule
>
> From the PROGRAM PROFILE (abbreviated as PP in the text): Teacher Survey; Nonprogram Staff Survey

The names of the evidence sources included in the list are the same as their titles in the DISTRICT DATA BASE and PROGRAM PROFILE, so it should be easy for you to find what you are looking for. There are two key points about using this reference feature.

1. Don't feel that something is wrong if one of the evidence sources we've listed isn't included in your district's evidence packages. We've listed all of the possible evidence sources. NO DISTRICT COLLECTS ALL OF THE EVIDENCE WE'VE IDENTIFIED IN THE MANUALS. That is as it should be; the steering committee decided what evidence should be collected for this project as it planned it. No one will be upset if you don't cite evidence which wasn't ever supposed to be collected. We listed everything just in case your district collected something another district did not.

2. When we refer you to a survey (e.g., the Teacher Survey) it doesn't help very much unless we tell you where to look in those survey results. The way we've done that is important for you to understand. Each of the surveys is divided into the same sections as is the PROGRAM EVALUATION MANUAL. You find what you need, then, by looking for the survey answers with the same section title as the section in the PROGRAM EVALUATION MANUAL you're working on. For the example above, you'd look for the LEARNING PRIORITIES sections in the Adult Survey, the Graduate Survey, the Teacher Survey, and the Nonprogram Staff Survey.

DRAWING CONCLUSIONS

Section Summaries

At the end of each major section (Program Intent, Program Delivery, and Program Outcomes), there is a place for you to summarize your findings about those large topics. You identify both strengths and weaknesses. In the Program Delivery Summary, we list all of that section's subtopics so that it will be easy for you to classify the TYPE of strength or weakness you've identified. In general (there are exceptions, so be careful), yes answers tend to identify strengths and no answers tend to identify weaknesses.

The Final Summary

The last section of the manual is called Evaluation Findings. Here is where you identify, in priority order, the best and worst things about your instructional program.

Making Recommendations for Improvement

One of your responsibilities is to suggest how to fix something that isn't working. We suggest that you fill out one Recommendations for Improvement for each recommendation you make. The form is self-explanatory. The idea is to be pretty specific about identifying what needs to be done, how to get it done, who ought to do it, where it ought to happen, how much it might cost, and how long it ought to take to implement. We are finding that when recommendations are specific, they tend to be more realistic. We are also finding that when specific responsibilities for implementation are assigned, it is easier for the steering committee to keep track of the success of the implementation plan.

We sincerely hope that you find this manual practical to use. Don't hesitate to make changes in it which render your job more possible. If you have some questions about what to do or how to do it, contact your steering committee chairperson or our office.

Good luck.

P R O G R A M

E V A L U A T I O N I N S T R U M E N T

PROGRAM:

GRADE SPAN:

COMMITTEE MEMBERS: _____

_____

_____

_____

_____

_____

_____

PROGRAM INTENT

MISSION STATEMENT

EVIDENCE SOURCES: District Philosophy, Program Mission Statement. From the DD: Graduate Questionnaire, Elementary Parent Questionnaire, Employer Survey, Community Forum; School Community Data; Parent Education/Occupation Matrix; School Report Card. From the PP: Teacher Surveys; Administrator/Supervisor Survey.

1. What specific portions of the district philosophy does this program address?

   Evidence:

2. Are there any statements of the district's philosophy, goals, or priorities which should be addressed directly by this program and are not?

   Evidence:

No ⟷ Yes

1 2 3 4 5

3. Does the mission statement reflect community values?

   Evidence:

No ⟷ Yes

1 2 3 4 5

4. Has the mission statement been reviewed, reacted to, and ratified by all program staff? (Staff means all persons involved in delivering this program.)

   Evidence:

No ⟷ Yes

1 2 3 4 5

THE LEARNER EXPECTATIONS

MEETING STUDENT NEEDS

EVIDENCE SOURCES: From the DD: Community Forum, College and University Data; School/Community Data; Parent Education/Occupation Matrix; Student Racial/Ethnic Distributions; Student Educational/Occupational Intentions and Followup; Graduate Questionnaire; Student Achievement Matrix; Student Aptitudes/Special Students; Dropouts. From the PP: Results of Tests; Teacher Surveys; Administrator/Supervisor Survey; Student Surveys; Parent Survey; Graduate Survey.

1. Do the K-12 learner expectations meet the needs of students the program is intended to serve in terms of the following characteristics of those students:

   a. socio-economic status — No ⟷ Yes: 1 2 3 4 5

   b. aptitude and achievement levels — No ⟷ Yes: 1 2 3 4 5

   c. educational activities of high school graduates — No ⟷ Yes: 1 2 3 4 5

   d. occupations of high school graduates — No ⟷ Yes: 1 2 3 4 5

   e. racial and ethnic distributions of students — No ⟷ Yes: 1 2 3 4 5

   Evidence:

2. Do the learner expectations for the primary level account for students' readiness for school? — No ⟷ Yes: 1 2 3 4 5

   Evidence:

3. Indicate whether or not, if students achieved all of the K-12 expectations, they would:

   a. be able to apply the knowledge and skills they learned to practical real world situations — No ⟷ Yes: 1 2 3 4 5

b. be prepared, if they so choose, to get and hold a job which required the skills, knowledge, and attitudes conveyed by this program

No ⟷ Yes
1 2 3 4 5

c. have adequate preparation to succeed in college courses related to the program

No ⟷ Yes
1 2 3 4 5

d. know the essential facts and concepts which anyone reasonably knowledgeable about this program might expect them to know

No ⟷ Yes
1 2 3 4 5

Evidence:

PROGRESSION OF LEARNING

EVIDENCE SOURCES: From the PP: Student Surveys; Teacher Surveys; Administrator/Supervisor Survey; Parent Survey; Graduate Survey. Results of Tests.

1. Do the K-12 learner expectations reflect an adequate progress of learning from the simplest kind of learning activities (rote memorization, recall of factual information) to higher order learning activities (synthesis, evaluation, application)?

   Evidence:

No ⟷ Yes
1 2 3 4 5

2. Are the levels where the learner expectations introduced, reinforced, and mastered appropriate?

   Evidence:

	No ⟷ Yes
K-3	1 2 3 4 5
4-6	1 2 3 4 5
7-8	1 2 3 4 5
9-12	1 2 3 4 5

3. Is there any unnecessary duplication of learner expectations in this program? (Identify what expectations should be changed.)

   Evidence:

	No ⟷ Yes				
K-3	1	2	3	4	5
4-6	1	2	3	4	5
7-8	1	2	3	4	5
9-12	1	2	3	4	5

4. Does the sequence of expectations provide for appropriate reinforcement of concepts, skills, and attitudes?

   Evidence:

No ⟷ Yes				
1	2	3	4	5

LEARNING PRIORITIES

EVIDENCE SOURCES: From the DD: Community Forum; Employer Survey; School Report Card; Graduate Questionnaire; Master Time Schedule. From the PP: Teacher Surveys; Administrator/Supervisor Survey, Student Surveys; Parent Survey, Graduate Survey. Reports of any special projects and/or consulting about the state of the art thinking.

1. Do the learner expectations reflect learning priorities, showing what is essential for students to learn as a result of exposure to this program?

   Evidence:

	No ⟷ Yes				
K-3	1	2	3	4	5
4-6	1	2	3	4	5
7-8	1	2	3	4	5
9-12	1	2	3	4	5

2. Do the learner expectations include enrichment as well as minimum essentials?
   Evidence:

	No ⟷ Yes				
K-3	1	2	3	4	5
4-6	1	2	3	4	5
7-8	1	2	3	4	5
9-12	1	2	3	4	5

3. Is there an appropriate balance between essential and enrichment expectations?
   Evidence:

	No ⟷ Yes				
K-3	1	2	3	4	5
4-6	1	2	3	4	5
7-8	1	2	3	4	5
9-12	1	2	3	4	5

4. Which of the learner expectations emphasized in this program should also be emphasized by other instructional programs? Indicate what should be emphasized, which program should emphasize it, and the best grade level(s) for the emphasis to occur.

Expectation	Program	Grade Level(s)

5. Which learner expectations emphasized by other instructional programs should also be emphasized by this program? Indicate what should be emphasized, and when it might most appropriately be emphasized in this program, as well as which program stresses the particular objective.

Expectation	Program	Grade Level(s)

6. Do the learner expectations reflect state of the art thinking about what is important for students to learn in this curricular program? Are there any expectations which are outdated or inappropriate which should be eliminated from the curriculum? Are there any expectations which should be included and are not?

K-3 Expectations

4-6 Expectations

7-8 Expectations

9-12 Expectations

7. Is the amount of class time spent on instruction about the learner expectations appropriate?

Evidence:

	No ⟷ Yes				
K-3	1	2	3	4	5
4-6	1	2	3	4	5
7-8	1	2	3	4	5
9-12 required	1	2	3	4	5
9-12 elective	1	2	3	4	5

FEASIBILITY OF LEARNER EXPECTATIONS

EVIDENCE SOURCES: From the DD: Community Forum; Master Time Schedules; District and Program Enrollments; District Wide Staffing; Program Staffing; Professional Growth Staff Survey; District Resources; District Wide Spending; Youth Questionnaire; Elementary Student Survey. From the PP: Teacher Surveys; Administrator/Supervisor Survey; Student Surveys; Program Spending.

1. Do the learner expectations provide clear and specific guidance to teachers about what to emphasize in teaching this program?

   Evidence:

	No ⟷ Yes				
K-3	1	2	3	4	5
4-6	1	2	3	4	5
7-8	1	2	3	4	5
9-12	1	2	3	4	5

2. Did the process which produced this list of learner expectations involve the staff to the extent that staff members believe that the list should be implemented?

   Evidence:

	No ⟷ Yes				
K-3	1	2	3	4	5
4-6	1	2	3	4	5
7-8	1	2	3	4	5
9-12	1	2	3	4	5

3. Does the list of K-12 learner expectations, viewed as a totality, reflect a reasonable task for program staff, given the numbers of teachers and students to be served by the program?

   Evidence:

No ⟷ Yes				
1	2	3	4	5

4. Does the list of K-12 learner expectations, viewed as a totality, reflect a reasonable task for program staff, given the time and dollar resources available to the program?

   Evidence:

No ⟷ Yes

1 2 3 4 5

5. Does the list of K-12 learner expectations, viewed as a totality, reflect a reasonable task for program staff, given the current educational backgrounds, interests, and skills of the teachers?

   Evidence:

	No ⟷ Yes
K-3	1 2 3 4 5
4-6	1 2 3 4 5
7-8	1 2 3 4 5
9-12	1 2 3 4 5

6. Does the list of K-12 learner expectations, viewed as a totality, reflect a reasonable task for program staff, given students' attitudes toward this program?

   Evidence:

	No ⟷ Yes
K-3	1 2 3 4 5
4-6	1 2 3 4 5
7-8	1 2 3 4 5
9-12	1 2 3 4 5

7. Are there any learner expectations which should be eliminated from the curriculum because CONDITIONS AT THE PRESENT TIME prevent them from being feasible?

8. Are there any courses which should be eliminated from the curriculum because CONDITIONS AT THE PRESENT TIME prevent them from being feasible?

9. If any of the learner expectations and/or courses which are not feasible under present conditions are highly important, given the district's philosophy and the program's mission, identify methods for changing conditions so that they CAN BE CONTINUED.

10. Given projections and/or long range plans about the district's enrollment and fiscal situations, should any learner expectations or courses be phased out of this program because it appears that in the future, they will not be feasible.

11. If any of the learner expectations and/or courses which do not appear to be feasible under future fiscal and enrollment conditions are highly important, given the district's philosophy and the program's mission statement, speculate about what might be done to change the projected future so that they CAN BE CONTINUED.

SUMMARY OF PROGRAM INTENT

The purpose of this section is to provide you with an opportunity to sum up your feelings about the adequacy of the written curriculum. To put it plainly, you need to answer the question: Is this the curriculum you want?

	No ← → Yes				
IS YOUR CURRICULUM PRACTICAL?					
1. Does it tell you as a teacher what to emphasize?	1	2	3	4	5
2. Does it tell your colleagues what you emphasize?	1	2	3	4	5
3. Does it tell students what you want them to learn?	1	2	3	4	5
4. Does it tell the public what you want students to learn?	1	2	3	4	5
5. Can its learner expectations be accomplished under present circumstances?	1	2	3	4	5
IS YOUR CURRICULUM TRUE TO ITS ACADEMIC DISCIPLINE?	1	2	3	4	5
IS YOUR CURRICULUM TRUE TO YOUR STUDENTS?					
1. Does it account for what your students are like?	1	2	3	4	5
2. Does it account for how children learn?	1	2	3	4	5
3. Does it reflect what you think students will need to to know to					
a. succeed in this discipline in college	1	2	3	4	5
b. apply knowledge, attitudes, and skills in real life	1	2	3	4	5
c. get along in society	1	2	3	4	5
IS YOUR CURRICULUM TRUE TO THE VALUES OF THIS CULTURE?	1	2	3	4	5
IS THIS THE CURRICULUM YOU WANT?	1	2	3	4	5

Recommendations for Change in the Written Curriculum, if any.

PROGRAM DELIVERY

ARTICULATED INSTRUCTIONAL LEARNING TARGETS

EVIDENCE SOURCES: From the DD: Community Forum; Graduate Questionnaire; Master Time Schedule. From the PP: Teacher Surveys; Administrator/Supervisor Survey; Student Surveys; Parent Survey; Graduate Survey.

1. Do teachers actually emphasize the learner expectations listed for this program?

   Evidence:

	No ⟷ Yes				
K-3	1	2	3	4	5
4-6	1	2	3	4	5
7-8	1	2	3	4	5
9-12	1	2	3	4	5

2. Is the K-12 sequence of instruction in this program logical and orderly?

   Evidence:

No ⟷ Yes				
1	2	3	4	5

3. Are there learning gaps in the existing sequence of instruction? If so, what is missing?

4. Is there unnecessary duplication in the existing sequence of instruction? Identify the type of duplication and where it occurs.

   Content Covered

   Units Taught

   Skills Introduced

   Teaching Methods Used

   Assignments Given to Students

   Textbooks and Supplementary Materials Used

   Films and AV Materials Used

   Activities, Trips, and Projects

5. Does the existing sequence of instruction adequately reinforce important concepts in a timely way? (An example: The answer to this question would be no if an important concept was introduced in second grade and never applied again in the instructional program until the required freshman course in high school.)

   Evidence:

No ⟷ Yes

1 2 3 4 5

INSTRUCTIONAL STRATEGIES

ALLOCATED AND ENGAGED TIME ON TASK

EVIDENCE SOURCES: From the DD: Community Forum; Master Time Schedule; School Report Card; Employer Survey; Graduate Questionnaire. From the PP: Teacher Surveys; Administrator/Supervisor Survey; Student Surveys; Parent Survey; Graduate Survey.

1. Is an appropriate amount of time allocated by the district for this program at all levels of instruction?

   Evidence:

	No ⟷ Yes				
K-3	1	2	3	4	5
4-6	1	2	3	4	5
7-8	1	2	3	4	5
9-12 required	1	2	3	4	5
9-12 elective	1	2	3	4	5

2. Is the amount of time teachers actually devote each week to this program appropriate?

   Evidence:

	No ⟷ Yes				
K-3	1	2	3	4	5
4-6	1	2	3	4	5
7-8	1	2	3	4	5
9-12 required	1	2	3	4	5
9-12 elective	1	2	3	4	5

3. What school or district sanctioned activities (sports, clubs, assemblies, work-release programs, announcements, etc.) significantly interfere with the time available for students to spend learning in this program? (NOTE: Please limit those things identified to interruptions which seriously impact this program. Every school has announcements, concert practice, and assemblies.)

4. Are teaching methods used in this program such that students are actively engaged in learning?

   Evidence:

	No ⟷ Yes				
Elementary	1	2	3	4	5
Junior/Middle	1	2	3	4	5
High School	1	2	3	4	5

5. Is classroom management such that students spend class time engaged in learning? (A no answer to this question means that inordinate amounts of time are spent settling down, passing out materials, waiting for disruptions in or out of the room to subside, etc.)

   Evidence:

	No ⟷ Yes				
Elementary	1	2	3	4	5
Junior/Middle	1	2	3	4	5
High School	1	2	3	4	5

6. Do homework assignments help students to meet learner expectations?
   Evidence:

	No ⟷ Yes				
Elementary	1	2	3	4	5
Junior/Middle	1	2	3	4	5
High School	1	2	3	4	5

7. Is the amount of homework assigned to students fair and realistic?
   Evidence:

	No ⟷ Yes				
Elementary	1	2	3	4	5
Junior/Middle	1	2	3	4	5
High School	1	2	3	4	5

8. Is an appropriate number of student assignments completed and turned in?
   Evidence:

	No ⟷ Yes				
Elementary	1	2	3	4	5
Junior/Middle	1	2	3	4	5
High School	1	2	3	4	5

COGNITIVE AND AFFECTIVE ENTRY

EVIDENCE SOURCES: From the DD: Graduate Questionnaire; Student Achievement Matrix; Student Aptitudes/Special Students. From the PP: Results of Tests; Summary of Student Achievement; Student Performance Summary; Teacher Surveys; Administrator/Supervisor Survey; Student Surveys; Parent Survey; Graduate Survey.

1. Is an adequate amount of time spent at the beginning of each year/course reviewing prerequisite concepts and skills?
   Evidence:

	No ⟷ Yes				
K-3	1	2	3	4	5
4-6	1	2	3	4	5
7-8	1	2	3	4	5
9-12 required	1	2	3	4	5
9-12 elective	1	2	3	4	5

2. Is there evidence that within grades or courses, students have mastered one set of learnings before instruction moves on to the next set?

   Evidence:

	No ⟷ Yes				
K-3	1	2	3	4	5
4-6	1	2	3	4	5
7-8	1	2	3	4	5
9-12 required	1	2	3	4	5
9-12 elective	1	2	3	4	5

3. What are the most serious deficiencies in student preparation which make it difficult to master concepts and skills taught in the existing program?

   K-3

   4-6

   7-8

   9-12 required

   9-12 elective

4. What are the most serious deficiencies in students' maturation and/or attitudinal readiness as they begin each segment of the instructional program?

K-3

4-6

7-8

9-12 required

9-12 elective

CORRECTIVE FEEDBACK

EVIDENCE SOURCES: From the PP: Teacher Surveys; Student Surveys; Administrator/Supervisor Survey; Parent Survey; Graduate Survey.

1. At the beginning of grades and courses, are students informed of what they are expected to accomplish?

Evidence:

	No ⟷ Yes				
K-3	1	2	3	4	5
4-6	1	2	3	4	5
7-8	1	2	3	4	5
9-12 required	1	2	3	4	5
9-12 elective	1	2	3	4	5

2. Are parents informed about what students are expected to accomplish in each grade level and in each course?

   Evidence:

	No ⟷ Yes
K-3	1 2 3 4 5
4-6	1 2 3 4 5
7-8	1 2 3 4 5
9-12 required	1 2 3 4 5
9-12 elective	1 2 3 4 5

3. Are students kept informed about their progress during each grade and course?

   Evidence:

	No ⟷ Yes
K-3	1 2 3 4 5
4-6	1 2 3 4 5
7-8	1 2 3 4 5
9-12 required	1 2 3 4 5
9-12 elective	1 2 3 4 5

4. Are parents kept informed about students' progress during each grade and course?

   Evidence:

	No ⟷ Yes
K-3	1 2 3 4 5
4-6	1 2 3 4 5
7-8	1 2 3 4 5
9-12 required	1 2 3 4 5
9-12 elective	1 2 3 4 5

5. Are students given adequate corrective feedback about their written work? (Examples of good corrective feedback are: Teacher comments on written assignments, providing correct answers for tests, etc.)

   Evidence:

	No ⟷ Yes
K-3	1 2 3 4 5
4-6	1 2 3 4 5
7-8	1 2 3 4 5
9-12 required	1 2 3 4 5
9-12 elective	1 2 3 4 5

6. Are students given adequate corrective feedback about their class participation?

   Evidence:

	No ⟷ Yes
K-3	1 2 3 4 5
4-6	1 2 3 4 5
7-8	1 2 3 4 5
9-12 required	1 2 3 4 5
9-12 elective	1 2 3 4 5

LEARNING OPPORTUNITIES

EVIDENCE SOURCES: From the DD: Elementary Student Questionnaire; Community Forum; School Report Card; Employer Survey; District and Program Enrollments; Student Racial/Ethnic Distributions; Student Occupational Intentions; Graduate Questionnaire; Student Aptitudes/Special Students; Dropouts; School Relationships Opinionnaire; Youth Questionnaire. From the PP: Program Spending; Teacher Surveys; Student Surveys; Parent Survey; Results of Tests; Student Performance Summary; Administrator/Supervisor Survey; Graduate Survey.

1. Do students of all ability levels have a good chance to experience success at all levels of instruction in this program, as it is presently offered?

   Evidence:

		No ⟷ Yes
Elementary	Slower	1 2 3 4 5
	Average	1 2 3 4 5
	Gifted	1 2 3 4 5
Junior/Middle	Slower	1 2 3 4 5
	Average	1 2 3 4 5
	Gifted	1 2 3 4 5
High School/ Required	Slower	1 2 3 4 5
	Average	1 2 3 4 5
	Gifted	1 2 3 4 5
High School/ Elective	Slower	1 2 3 4 5
	Average	1 2 3 4 5
	Gifted	1 2 3 4 5

2. Do students of all racial and ethnic backgrounds have a good chance to experience success at all levels of instruction of this program, as it is presently offered?

   Evidence:

	No ⟷ Yes				
Elementary	1	2	3	4	5
Junior/Middle	1	2	3	4	5
High School/Required	1	2	3	4	5
High School/Elective	1	2	3	4	5

3. Do both boys and girls have a good chance to experience success at all levels of instruction of this program, as it is presently offered?

   Evidence:

	No ⟷ Yes				
Elementary	1	2	3	4	5
Junior/Middle	1	2	3	4	5
High School/Required	1	2	3	4	5
High School/Elective	1	2	3	4	5

4. Do the out of district experiences for students (e.g., field trips, work experience, contests, etc.) have an explicit connection to the program's learner expectations?

   Evidence:

	No ⟷ Yes				
Elementary	1	2	3	4	5
Junior/Middle	1	2	3	4	5
High School	1	2	3	4	5

5. Are there elective courses offered in this program which provide opportunities for all of the types of students served by the district?

   Evidence:

No ⟷ Yes				
1	2	3	4	5

INSTRUCTIONAL CUES

EVIDENCE SOURCES: From the PP: Teacher Surveys; Student Surveys; Administrator/Supervisor Survey.

1. Do instructional materials use effective cuing methods by placing questions and summaries appropriately within and following passages of text?

   Evidence:

	No ⟷ Yes				
K-3	1	2	3	4	5
4-6	1	2	3	4	5
7-8	1	2	3	4	5
9-12 required	1	2	3	4	5
9-12 elective	1	2	3	4	5

2. Are effective instructional cuing techniques used in classrooms (e.g., summarizing during and at the end of lessons and posing questions to students at appropriate times)?

   Evidence:

	No ⟷ Yes				
K-3	1	2	3	4	5
4-6	1	2	3	4	5
7-8	1	2	3	4	5
9-12 required	1	2	3	4	5
9-12 elective	1	2	3	4	5

CURRICULUM LEADERSHIP AND ADMINISTRATION

COMMUNICATION

EVIDENCE SOURCES: From the DD: Student Personnel Services Opinionnaires and Questionnaires; Instructional Media Program Student and Staff Opinionnaire; Inservice Descriptor. From the PP: Teacher Surveys; Administrator/Supervisor Survey.

1. Are adequate provisions made for program staff to meet and plan together on a regular basis?

   Evidence:

	No ⟷ Yes				
Elementary	1	2	3	4	5
Junior/Middle	1	2	3	4	5
High School	1	2	3	4	5

2. Are adequate provisions made for communication among program staff and nonprogram staff, such as counselors, administrators, special education teachers, media specialists, etc.?

   Evidence:

	No ⟷ Yes				
Elementary	1	2	3	4	5
Junior/Middle	1	2	3	4	5
High School	1	2	3	4	5

3. Are the means by which program staff learn about the expectations for their grade or course adequate?

   Evidence:

	No ⟷ Yes				
Elementary	1	2	3	4	5
Junior/Middle	1	2	3	4	5
High School	1	2	3	4	5

RESOURCES

EVIDENCE SOURCES: From the DD: Community Forum; District Resources; District Spending; School Report Card; Facilities Review; Graduate Questionnaire; School Board Priorities, if available. From the PP: Teacher Surveys; Administrator/Supervisor Survey; Program Spending.

1. What supplies and materials not currently available would be needed if students were to meet the expectations set for them in the present program? Please list what is needed, the learning expectation(s) with which it is associated, and the level of instruction at which it is needed.

Item	Expectation	Level of Instruction

2. What modifications in existing facilities would be needed if students were to meet the learning expectations set for them? Please list the modification needed, the the learning expectation(s) with which it is associated, and the building in which the change should occur.

Modification Needed	Learning Expectation	Building

3. What additional items not covered in questions 5 or 6 would need to be added to the program's budget if students were to meet the learning expectations set for them. Please list the item, the learning expectation(s) with which it is associated, and the level of instruction where it is needed.

Item	Learning Expectation	Level of Instruction

4. Given the district's enrollment projections and budgetary situation, what program reduction recommendations could be made which would still enable the program's essential learnings to be delivered to students?

Elimination of Units at Nondepartmentalized Levels

Consolidation of Courses at Departmentalized Level

Reduction of Out of District Enrichment Activities for Students and Staff

Reduction of Elimination of expenditures for Supplies, Equipment and Travel

POLICIES AND PROCEDURES

EVIDENCE SOURCES: School Board Policy Book, Teacher Handbook. From the DD: Master Time Schedule; Inservice Descriptor; Staff Opinionnaire; Instructional Climate; Professional Growth Staff Survey; Instructional Materials Adoption; Basal Text Adoption Matrix; District Wide Spending; School Relationships Opinionnaire. From the PP: Program Spending; Materials Inventory; Teacher Surveys; Administrator/Supervisor Survey; Student Surveys.

1. Do existing policies and procedures for curriculum change promote a consistent K-12 curriculum?

   Evidence:

No ⟷ Yes
1 2 3 4 5

2. Do teachers understand and use the existing procedures for changing curriculum?

   Evidence:

No ⟷ Yes
1 2 3 4 5

3. Do existing policies and procedures for text adoption and materials aquisition promote a coordinated K-12 curriculum? (A no answer would be appropriate if no teachers in the district know about the texts and materials used by others who teach in the program.)

   Evidence:

No ⟷ Yes
1 2 3 4 5

4. Is the current budget process for obtaining program funds at all levels supportive of the budget priorities for THIS K-12 program?

   Evidence:

No ⟷ Yes
1 2 3 4 5

5. Does the district's current curriculum leadership structure promote K-12 planning for this program?

   Evidence:

   No ⟷ Yes
   1 2 3 4 5

6. Does the district provide adequate encouragement to teachers to return to school to obtain and/or improve program related teaching skills?

   Evidence:

   No ⟷ Yes
   1 2 3 4 5

7. Do teachers in this program return to school to obtain and/or improve program related teaching skills?

   Evidence:

   No ⟷ Yes
   1 2 3 4 5

8. Does the district make adequate provisions for teachers to learn more about this program by allowing them to visit other schools, attend conferences and workshops, etc.?

   Evidence:

   No ⟷ Yes
   1 2 3 4 5

9. Do teachers in this program learn more about it by visiting other schools, attending conferences and workshops, etc.?

   Evidence:

   No ⟷ Yes
   1 2 3 4 5

10. Is the current teacher supervision program at all levels of the program based in part upon the learner expectations?

Evidence:

	No ⟷ Yes				
Elementary	1	2	3	4	5
Junior/Middle	1	2	3	4	5
High School	1	2	3	4	5

11. Does the present inservice program provide staff with information about how to better meet the learner expectations?

Evidence:

No ⟷ Yes				
1	2	3	4	5

12. Do existing scheduling practices assist in the process of meeting learner expectations?

Evidence:

	No ⟷ Yes				
Elementary	1	2	3	4	5
Junior/Middle	1	2	3	4	5
High School	1	2	3	4	5

13. Is the climate in the schools such that it does not interfere with students' meeting their learner expectations?

Evidence:

	No ⟷ Yes				
Elementary	1	2	3	4	5
Junior/Middle	1	2	3	4	5
High School	1	2	3	4	5

INSTRUCTIONAL MATERIALS

EVIDENCE SOURCES: From the PP: Materials Inventory; Teacher Surveys; Administrator/Supervisor Survey; Student Surveys; Parent Survey; Graduate Survey; Instructional Media Program Staff; Student Opinionnaires.

1. Are the texts, print, and non-print instructional materials currently used consistent with the learner expectations for this program?

   Evidence:

	No ⟷ Yes				
K-3	1	2	3	4	5
4-6	1	2	3	4	5
7-8	1	2	3	4	5
9-12 required	1	2	3	4	5
9-12 elective	1	2	3	4	5

2. Are the reading levels of the materials used in this program appropriate for grades and/or courses where they are used?

   Evidence:

	No ⟷ Yes				
K-3	1	2	3	4	5
4-6	1	2	3	4	5
7-8	1	2	3	4	5
9-12 required	1	2	3	4	5
9-12 elective	1	2	3	4	5

3. Do the instructional materials contain quality assignments and projects to accompany learning units?

   Evidence:

	No ⟷ Yes				
K-3	1	2	3	4	5
4-6	1	2	3	4	5
7-8	1	2	3	4	5
9-12 required	1	2	3	4	5
9-12 elective	1	2	3	4	5

4. Are the current instructional materials up-to-date?
   Evidence:

	No ⟷ Yes
K-3	1 2 3 4 5
4-6	1 2 3 4 5
7-8	1 2 3 4 5
9-12 required	1 2 3 4 5
9-12 elective	1 2 3 4 5

5. Are the current instructional materials in usable condition?
   Evidence:

	No ⟷ Yes
K-3	1 2 3 4 5
4-6	1 2 3 4 5
7-8	1 2 3 4 5
9-12 required	1 2 3 4 5
9-12 elective	1 2 3 4 5

6. Are the current instructional materials available in sufficient quantity?
   Evidence:

	No ⟷ Yes
K-3	1 2 3 4 5
4-6	1 2 3 4 5
7-8	1 2 3 4 5
9-12 required	1 2 3 4 5
9-12 elective	1 2 3 4 5

7. Are the current instructional materials free from race and sex bias?
   Evidence:

	No ⟷ Yes
K-3	1 2 3 4 5
4-6	1 2 3 4 5
7-8	1 2 3 4 5
9-12 required	1 2 3 4 5
9-12 elective	1 2 3 4 5

SUPPORT PROGRAM ARTICULATION

EVIDENCE SOURCES: From the DO: Student Services Personnel Opinionnaires and Questionnaires; Instructional Media Program Staff and Student Opinionnaires. From the PP: Teacher Surveys; Administrator/Supervisor Survey; Student Surveys.

1. Are media staff appropriately involved in program curriculum planning?

   Evidence:

	No ⟷ Yes				
K-3	1	2	3	4	5
4-6	1	2	3	4	5
7-8	1	2	3	4	5
9-12 required	1	2	3	4	5
9-12 elective	1	2	3	4	5

2. Are media staff appropriately involved in text and materials adoption for this program?

   Evidence:

	No ⟷ Yes				
K-3	1	2	3	4	5
4-6	1	2	3	4	5
Junior/Middle	1	2	3	4	5
High School	1	2	3	4	5

3. Do media staff keep teachers informed about new program related materials?

   Evidence:

	No ⟷ Yes				
Elementary	1	2	3	4	5
Junior/Middle	1	2	3	4	5
High School	1	2	3	4	5

4. Do media staff regularly solicit teachers' suggestions about what materials to order?

   Evidence:

	No ⟷ Yes				
Elementary	1	2	3	4	5
Junior/Middle	1	2	3	4	5
High School	1	2	3	4	5

5. Do media collections at all levels include a current and comprehensive set of materials about this program?

   Evidence:

	No ⟷ Yes				
Elementary	1	2	3	4	5
Junior/Middle	1	2	3	4	5
High School	1	2	3	4	5

6. Do students make appropriate use of media materials available about this program?

   Evidence:

	No ⟷ Yes				
Elementary	1	2	3	4	5
Junior/Middle	1	2	3	4	5
High School	1	2	3	4	5

7. Is the placement of students into this program's courses and/or sections effective?

   Evidence:

	No ⟷ Yes				
Required Courses	1	2	3	4	5
Elective Courses	1	2	3	4	5

8. Do counselors adequately inform students of career opportunities associated with this program?

   Evidence:

	No ⟷ Yes				
Elementary	1	2	3	4	5
Junior/Middle	1	2	3	4	5
High School	1	2	3	4	5

9. Do student personnel staff adequately inform teachers of the results of aptitude and achievement tests administered to students with whom the teachers work?

Evidence:

	No ⟷ Yes				
Elementary	1	2	3	4	5
Junior/Middle	1	2	3	4	5
High School	1	2	3	4	5

10. Is the help provided to students in this program who have special learning needs adequate?

Evidence:

	No ⟷ Yes				
Elementary	1	2	3	4	5
Junior/Middle	1	2	3	4	5
High School	1	2	3	4	5

11. Is the communication about students shared between special education teachers and classroom teachers of this program adequate?

Evidence:

	No ⟷ Yes				
Elementary	1	2	3	4	5
Junior/Middle	1	2	3	4	5
High School	1	2	3	4	5

SUMMARY OF PROGRAM DELIVERY

Category	Strength	Weakness
ARTICULATED LEARNING TARGETS		
INSTRUCTIONAL STRATEGIES		
Allocated and Engaged Time on Task		
Cognitive and Affective Entry		
Corrective Feedback		
Learning Opportunities		
Instructional Cues		

Category	Strength	Weakness
CURRICULUM LEADERSHIP AND ADMINISTRATION		
Communication		
Resources		
Policies and Procedures		
INSTRUCTIONAL MATERIALS		
SUPPORT PROGRAM ARTICULATION		

PROGRAM OUTCOMES

TEST RESULTS

NORM REFERENCED TESTS

EVIDENCE SOURCES: From the DD: Student Achievement Matrix; Student Aptitudes/Special Students. From the PP: Results of Tests; Type of Test Checklist; Summary of Student Achievement.

1. Do each of the norm referenced tests used in this program measure the learning expectations?

   Evidence:

	No ← → Yes
Elementary	1 2 3 4 5
Junior/Middle	1 2 3 4 5
High School	1 2 3 4 5

2. Do students score at or above their expected levels of achievement on the norm referenced tests?

   Evidence:

		No ← → Yes
Elementary	Slower	1 2 3 4 5
	Average	1 2 3 4 5
	Gifted	1 2 3 4 5
Junior/Middle	Slower	1 2 3 4 5
	Average	1 2 3 4 5
	Gifted	1 2 3 4 5
High School	Slower	1 2 3 4 5
	Average	1 2 3 4 5
	Gifted	1 2 3 4 5

3. For each normed referenced test administered, indicate whether students' scores indicate satisfactory or unsatisfactory progress toward meeting the learner expectations of this program OR if the scores are unrelated to the learner expectations.

Test/Grades Administered	Satisfactory	Unsatisfactory	Unrelated

CRITERION REFERENCED TEST

EVIDENCE SOURCES: From the DD: Student Achievement Matrix; Student Aptitudes/Special Students. From the PP: Results of Tests; Type of Test Checklist; Grade Distributions; Summary of Student Achievement.

1. Do each of the criterion or objective referenced tests used in this program measure the learner expectations?

   Evidence:

	No ← → Yes				
Elementary	1	2	3	4	5
Junior/Middle	1	2	3	4	5
High School	1	2	3	4	5

2. Do the scores on criterion referenced tests demonstrate the same range of student achievement as do the distributions of grades assigned to students?

   Evidence:

	No ← → Yes				
Elementary	1	2	3	4	5
Junior/Middle	1	2	3	4	5
High School	1	2	3	4	5

3. For each criterion referenced test administered, indicate whether students' scores show satisfactory or unsatisfactory progress toward meeting the learner expectations of this program OR if the scores are unrelated to the learner expectations.

Test/Grades Administered	Satisfactory	Unsatisfactory	Unrelated

GRADES

EVIDENCE SOURCES: From the DD: Student Achievement Matrix; Student Aptitudes/Special Students. From the PP: Results of Tests; Grade Distributions; Student Performance Summary; Summary of Student Achievement; Teacher Surveys.

1. On what basis are grades assigned at each level of instruction in the program?

Elementary	Junior/Middle	High School Required	High School Elective

2. Do grades reflect the extent to which learner expectations have been achieved?

   Evidence:

	No ⟷ Yes				
Elementary	1	2	3	4	5
Junior/Middle	1	2	3	4	5
HS/Required	1	2	3	4	5
HS/Elective	1	2	3	4	5

3. Do grade distributions show general achievement levels consistent with the overall judgements of teachers about the extent to which students achieve the learner expectations?

   Evidence:

	No ⟷ Yes				
Elementary	1	2	3	4	5
Junior/Middle	1	2	3	4	5
HS/Required	1	2	3	4	5
HS/Elective	1	2	3	4	5

4. Do student grades in this program indicate satisfactory or unsatisfactory progress toward meeting the program's learner expectations OR are grades unrelated to the learner expectations?

Level of Instruction	Satisfactory	Unsatisfactory	Unrelated
K-3	_____	_____	_____
4-6	_____	_____	_____
7-8	_____	_____	_____
High School/Required	_____	_____	_____
High School/Elective	_____	_____	_____

PERFORMANCE CRITERIA

EVIDENCE SOURCES: From the PP: Student Performance Summary; Teacher Surveys.

1. On what basis do teachers decide that a student's performance indicates successful mastery of this program's learner expectations?

Elementary	Junior/Middle	High School Required	High School Elective

2. Does student performance in this program indicate satisfactory or unsatisfactory progress toward meeting the program's learner expectations OR is student performance unrelated to learner expectations?

   Evidence:

Level of Instruction	Satisfactory	Unsatisfactory	Unrelated
K-3			
4-6			
7-8			
High School/Required			
High School/Elective			

OUTSIDE FEEDBACK

EVIDENCE SOURCES: From the DD: Elementary Parent Questionnaire; Community Forum; School Report Card; Employer Survey; Graduate Questionnaire; College Data. From the PP: Parent Survey; Community Participation Survey; Graduate Survey.

1. Does feedback from employers indicate that students have successfully mastered the program's learner expectations?

   Evidence:

   No ⟷ Yes Unclear
   1 2 3 4 5 0

2. Does feedback from the community indicate that students have successfully mastered the program's learner expectations?

   Evidence:

   No ⟷ Yes Unclear
   1 2 3 4 5 0

3. Does feedback from colleges, universities, and/or technical schools indicate that students have successfully mastered the program's learner expectations?

   Evidence:

   No ⟷ Yes Unclear
   1 2 3 4 5 0

4. Does feedback from high school graduates indicate that students have successfully mastered the program's learner expectations?

   Evidence:

   No ⟷ Yes Unclear
   1 2 3 4 5 0

5. Does the attitudes of parents provide evidence that there is parental support for the learner expectations of this program?

   Evidence:

	No ⟷ Yes				
Elementary Parents	1	2	3	4	5
Junior/Middle Parents	1	2	3	4	5
High School Parents	1	2	3	4	5

6. Are there any community groups or organizations which conduct activities related to or provide direct support for this program?

   Evidence:

No ⟷ Yes				
1	2	3	4	5

INTERNAL PERCEPTIONS

STUDENT ATTITUDES

EVIDENCE SOURCES: From the DD: Employer Survey; Graduate Questionnaire; Youth Questionnaire; Elementary Student Survey. From the PP: Student Performance Summary; Student Surveys; Graduate Survey; Parent Survey.

1. Do student honors and awards provide evidence that the program's learner expectations are being mastered?

   Evidence:

No ⟷ Yes					Unclear
1	2	3	4	5	0

2. Does student participation in activities related to the program provide evidence that the program's learner expectations are being mastered?

   Evidence:

No ⟷ Yes					Unclear
1	2	3	4	5	0

3. Do student attitudes, as measured by formal or informal methods, provide evidence that the program's learner expectations are being mastered?

   Evidence:

No ◄——► Yes Unclear
1 2 3 4 5 0

ADMINISTRATIVE AND NONPROGRAM STAFF ATTITUDES

EVIDENCE SOURCES: From the PP: Administrator/Supervisor Survey.

1. Do the attitudes of administrators provide evidence that students are mastering the learner expectations of this program?

   Evidence:

No ◄——► Yes
1 2 3 4 5

2. Do the attitudes of nonprogram staff provide evidence that students are mastering the learner expectations of this program?

   Evidence:

No ◄——► Yes
1 2 3 4 5

UNOBTRUSIVE MEASURES

EVIDENCE SOURCES: From the DD: Staff Opinionnaire; Instructional Climate; Elementary Student Questionnaire; Youth Questionnaire; Community Forum; Graduate Questionnaire; School Relationships Opinionnaire; School Report Card; Elementary Parent Questionnaire; Employer Survey; District and Program Enrollments; Dropouts. From the PP: Teacher Surveys; Administrator/Supervisor Survey; Student Surveys; Parent Survey; Graduate Survey; Community Participation Summary.

1. Do other measures collected during this study provide evidence that students are mastering the learner expectations of this program? (NOTE: Examples of these measures are: Enrollments in electives, attendance and tardiness statistics, frequency of disciplinary activities, books checked out of the IMC, student enthusiasm, etc.)

   Evidence:

	No ⟷ Yes					Unclear
Elementary	1	2	3	4	5	0
Junior/Middle	1	2	3	4	5	0
High School	1	2	3	4	5	0

OUTCOMES SUMMARY

VALIDITY OF OUTCOMES MEASURES

EVIDENCE SOURCES: From the PP: Type of Test Checklist; Teacher Surveys; Administrator/Supervisor Survey; Student Surveys.

1. Please assess the quality of each of the outcome measures used in this study. Indicate whether the measure is a good measure of the learner expectations of this program or a poor measure of the learner expectations of this program.

Measure	Poor	Good
Norm Referenced Tests	___	___
Criterion Referenced Tests	___	___
Student Grades	___	___
General Teacher Judgement	___	___
Student Performance	___	___
Feedback from Employers	___	___
Feedback from the Community	___	___
Feedback from the Colleges	___	___
Feedback from Graduates	___	___
Student Attitudes	___	___
Community Attitudes	___	___
Administrative and Nonprogram Staff Attitudes	___	___
Unobtrusive Measures	___	___

ACHIEVED LEARNER EXPECTATIONS

EVIDENCE SOURCES: From the DD: Graduate Questionnaire; Community Forum; Employer Survey; Elementary Parent Questionnaire; School Report Card; College Data; Student Achievement Matrix. From the PP: Summary of Student Achievement; Teacher Surveys; Results of Tests; Student Performance Summary; Administrator/Supervisor Survey; Student Surveys; Parent Survey; Graduate Survey.

1. Are there knowledge, skill, or attitude learner expectations which, given all of the valid measures of student achievement in this program, students consistently seem to master? Please list them.

2. Are there knowledge, skill, or attitude learner expectations, which, given all of the valid measures of student achievement in this program, students consistently fail to master? Please list them.

EVALUATION FINDINGS

Please list, in their order of importance, the strengths and weaknesses of this program. Identify the name of the section in the PROGRAM EVALUATION MANUAL which contains a discussion of the evidence which supports your judgement.

When you have finished listing the strengths and weaknesses, complete one SEC Recommendations for Improvement form for each specific recommendation you wish to make. Usually, you will make a recommendation for correcting each weakness you identify.

PROGRAM STRENGTHS

Section	Strength

PROGRAM WEAKNESSES

Section	Weakness

SEC RECOMMENDATIONS FOR IMPROVEMENT

Program_____ Type of Recommendation_____ Budget Action Required ___Yes ___No

Recommendation:

Justification:

Actions Required if Implemented:

Responsibility for Implementation:
___teachers ___building administrators
___superintendent and/or central office staff (specify)
___school board

Where Implementation Should Occur:
___system wide ___all elementary schools
___all junior/middle schools
___specific schools (please list)

Estimated Cost:

Timeline for Implementation:
___immediate implementation ___immediate study
___implement next year ___study next year
___implement with 3 years ___study within three years
___develop strategy for implementation

EVIDENCE KEY

PROGRAM INTENT

MISSION STATEMENT

District Philosophy, Program Mission Statement.

DD: Graduate Questionnaire, Elementary Parent Questionnaire, Employer Survey, Community Forum; School Community Data; Parent Education/Occupation Matrix; School Report Card.

PP: Teacher Surveys; Administrator/Supervisor Survey.

LEARNER EXPECTATIONS

MEETING STUDENT NEEDS

DD: Community Forum, College and University Data; School/Community Data; Parent Education/Occupation Matrix; Student Racial/Ethnic Distributions; Student Educational/Occupational Intentions and Followup; Graduate Questionnaire; Student Achievement Matrix; Student Aptitudes/Special Students; Dropouts.

PP: Results of Tests; Teacher Surveys; Administrator/Supervisor Survey; Student Surveys; Parent Survey; Graduate Survey.

PROGRESSION OF LEARNING

PP: Student Surveys; Teacher Surveys; Administrator/Supervisor Survey; Parent Survey; Graduate Survey; Results of Tests.

LEARNING PRIORITIES

DD: Community Forum; Employer Survey; School Report Card; Graduate Questionnaire; Master Time Schedule.

PP: Teacher Surveys; Administrator/Supervisor Survey; Student Surveys; Parent Survey; Graduate Survey.

Reports of any special projects and/or consulting about the state of the art thinking.

FEASIBILITY OF LEARNER EXPECTATIONS

DD: Community Forum; Master Time Schedules; District and Program Enrollments; District Wide Staffing; Program Staffing; Professional Growth Staff Survey; District Resources; District Wide Spending; Youth Questionnaire; Elementary Student Survey.

PP: Teacher Surveys; Administrator/Supervisor Survey; Student Surveys; Program Spending.

PROGRAM DELIVERY

ARTICULATED INSTRUCTIONAL LEARNING TARGETS

DD: Community Forum; Graduate Questionnaire; Master Time Schedule.

PP: Teacher Surveys; Administrator/Supervisor Survey; Student Surveys; Parent Survey; Graduate Survey.

INSTRUCTIONAL STRATEGIES

ALLOCATED AND ENGAGED TIME ON TASK

DD: Community Forum; Master Time Schedule; School Report Card; Employer Survey; Graduate Questionnaire.

PP: Teacher Surveys; Administrator/Supervisor Survey; Student Surveys; Parent Survey; Graduate Survey.

COGNITIVE AND AFFECTIVE ENTRY

DD: Graduate Questionnaire; Student Achievement Matrix; Student Aptitudes/ Special Students.

PP: Results of Tests; Summary of Student Achievement; Student Performance Summary; Teacher Surveys; Administrator/Supervisor Survey; Student Surveys; Parent Survey; Graduate Survey.

CORRECTIVE FEEDBACK

PP: Teacher Surveys; Student Surveys; Administrator/Supervisor Survey; Parent Survey; Graduate Survey.

LEARNING OPPORTUNITIES

DD: Elementary Student Questionnaire; Community Forum; School Report Card; Employer Survey; District and Program Enrollments; Student Racial/Ethnic Distributions; Student Occupational Intentions; Graduate Questionnaire; Student Aptitudes/Special Students; Dropouts; School Relationships opinionnaire; Youth Questionnaire.

PP: Program Spending; Teacher Surveys; Student Surveys; Parent Survey; Results of Tests; Student Performance Summary; Administrator/Supervisor Survey; Graduate Survey.

INSTRUCTIONAL CUES

PP: Teacher Surveys; Student Surveys; Administrator/Supervisor Survey.

CURRICULUM LEADERSHIP AND ADMINISTRATION

COMMUNICATION

DD: Student Personnel Services Opinionnaires and Questionnaires; Instructional Media Program Student and Staff Opinionnaire; Inservice Descriptor.

PP: Teacher Surveys; Administrator/Supervisor Survey.

RESOURCES

DD: Community Forum; District Resources; District Spending; School Report Card; Facilities Review; Graduate Questionnaire; School Board Priorities, if available.

PP: Teacher Surveys; Administrator/Supervisor Survey; Program Spending.

POLICIES AND PROCEDURES

School Board Policy Book, Teacher Handbook.

DD: Master Time Schedule; Inservice Descriptor; Staff Opinionnaire; Instructional Climate; Professional Growth Staff Survey; Instructional Materials adoption; Basal Text Adoption Matrix; District Wide Spending; School Relationships Opinionnaire.

PP: Program Spending; Materials Inventory; Teacher Surveys; Administrator/Supervisor Survey; Student Surveys.

INSTRUCTIONAL MATERIALS

PP: Materials Inventory; Teacher Surveys; Administrator/Supervisor Survey; Student Surveys; Parent Survey· Graduate Survey; Instructional Media Program Staff; Student Opinionnaires.

SUPPORT PROGRAM ARTICULATION

DD: Student Services Personnel Opinionnaires and Questionnaires; Instructional Media Program Staff and Student Opinionnaires.

PP: Teacher Surveys; Administrator/Supervisory Survey; Student Surveys.

PROGRAM OUTCOMES

TEST RESULTS

NORM REFERENCED TESTS

DD: Student Achievement Matrix; Student Aptitudes/Special Students

PP: Results of Tests; Type of Test Checklist; Summary of Student Achievement.

CRITERION REFERENCED TESTS

DD: Student Achievement Matrix; Student Aptitudes/Special Students.

PP: Results of Tests; Type of Test Checklist; Grade Distributions; Summary of Student Achievement.

GRADES

DD: Student Achievement Matrix; Student Aptitudes/Special Students.

PP: Results of Tests; Grade Distributions; Student Performance Summary; Summary of Student Achievement; Teacher Surveys.

PERFORMANCE CRITERIA

PP: Student Performance Summary; Teacher Surveys.

OUTSIDE FEEDBACK

DD: Elementary Parent Questionnaire; Community Forum; School Report Card; Employer Survey; Graduate Questionnaire; College Data.

PP: Parent Survey; Community Participation Survey; Graduate Survey.

INTERNAL PERCEPTIONS

STUDENT ATTITUDES

DD: Employer Survey; Graduate Questionnaire; Youth Questionnaire; Elementary Student Survey.

PP: Student Performance Summary; Student Surveys; Graduate Survey; Parent Survey.

ADMINISTRATIVE AND NONPROGRAM STAFF ATTITUDES

PP: Administrator/Supervisor Survey.

UNOBTRUSIVE MEASURES

DD: Staff Opinionnaire; Instructional Climate; Elementary Student Questionnaire; Youth Questionnaire; Community Forum; Graduate Questionnaire; School Relationships Opinionnaire; School Report Card; Elementary Parent Questionnaire; Employer Survey; District and Program Enrollments; Dropouts.

PP: Teacher Surveys; Administrator/Supervisor Survey; Student Surveys; Parent Survey; Graduate Survey; Community Participation Summary.

OUTCOMES SUMMARY

VALIDITY OF OUTCOMES MEASURES

PP: Type of Test Checklist; Teacher Surveys; Administrator/Supervisor Survey; Student Surveys.

ACHIEVED LEARNER EXPECTATIONS

DD: Graduate Questionnaire; Community Forum; Employer Survey; Elementary Parent Questionnaire; School Report Card; College Data; Student Achievement Matrix.

PP: Summary of Student Achievement; Teacher Surveys; Results of Tests; Student Performance Summary; Administrator/Supervisor Survey; Student Surveys; Parent Survey; Graduate Survey.